

Support to parents



# The way forward

A functional map for Parent Partnership  
Services in England

# CWDC continues to lead change within an evolving landscape. That's why we're proud that PPS make a real difference to families and children in England. To continue developing PPS, this functional map is a vital step.

Alongside NAPPS, NAPP and NPPN, we've created this document with contributions from over half (53%) of the English Parent Partnership Services.

## Why is this functional map so important?

The map provides a comprehensive overview of PPS functions. So it can help inform issues like training, recruitment, skills audits, training needs, learning programmes and performance reviews.

## How did we do it?

We consulted 80 individual services who responded to us. Working with our partners, we adapted the map after each consultation round.

In addition, we consulted on a PPS principles and values statement (paragraph 6 in report).

## What happens now?

We've reviewed National Occupational Standards which could be adapted for use with PPS. Most map functions match existing occupational standards. Of course, further developments will happen in the context of the one children's workforce qualification strategy and the Qualifications and Credit Framework (QCF). The One Children's Workforce Qualification Strategy (in line with the national 2020 Children and Young People's Workforce Strategy) focuses on minimum qualifications on level 3 and graduate leaders. The QCF aims to make qualifications relevant to employers and accessible for learners from late 2010 onwards.

Above all, we believe PPS have an important role to play. This functional map is a significant milestone which helps to identify what PPS currently achieve and provides an important step towards the development of training within the parameters of the wider workforce strategy.



# **A Report on the Development of the Functional Map for Parent Partnership Services in England**

A Children's Workforce Development Council funded project developed in partnership with the National Association of Parent Partnership Services, the National Parent Partnership Network and the National Academy of Parenting Practitioners

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# A Report on the Development of the Functional Map for Parent Partnership Services

## 1 INTRODUCTION

- 1.1 Parent Partnership Services (PPS) provide information, support and advice to mainly (but not exclusively) parents of children with special educational needs, with the ultimate aim of achieving positive outcomes for the child.
- 1.2 There are approximately 150 Parent Partnership Services in England. It is known that staffing levels vary greatly between services, and in the workforce as a whole, it is estimated that there are twice as many volunteers as paid staff [Dorothy, 2008]. Accurate data is not available but it is likely that the total workforce numbers less than 1200 individuals, including volunteers. This report is concerned primarily with the 350 - 400 or so paid staff working in Parent Partnership Services.
- 1.3 The nature of the work, sitting, as it is required to do, impartially between any number of other statutory agencies and the family, tends to result in PPS not being readily identified or recognized as part of any particular occupational or professional grouping.
- 1.4 Moreover, to a degree that is probably more marked than in other sectors of the children and young people's workforce, it could be argued that PPS are essentially local individual services which have developed in response to local conditions and opportunities. Their individual histories and current configurations are, perhaps, a reflection of the fact that their status as statutory services is relatively recent.
- 1.5 This impartiality, diversity of models and responsiveness to local contingencies is considered a positive feature of PPS, but in turn has probably been one of the factors which has worked against the development of a coherent, accepted and widely recognised programme of training and qualification.
- 1.6 This project and report, building on the work of others, begins to address this issue:
  - First, through the mechanism of a functional map and consultation with practitioners it seeks to establish agreement about what it is PPS are meant to do;
  - Second, it looks to see what other occupational groups have done with regard to setting standards for their work and which of these are relevant and can be adapted to the work of PPS.
- 1.7 An important consideration was to set this work within as broad a context as possible in an attempt to not only reflect the realities of the developing context for those working with children and families, but also to locate the work of PPS and individual practitioners more centrally within this context, and in from the margins where many practitioners often consider it to be.
- 1.8 In discussing this aspect, frequent reference is made to work with children and the children's workforce. It is recognized that many PPS practitioners consider their primary role to be concerned with enabling parents and that, subject to the requirements of safeguarding children, their primary reference point is the parent. The view taken in this report is that the work of PPS takes place within a policy and legislative environment which places children at the heart of services and that there will be times when PPSs are required to explicitly focus on the needs of the child. Generally, however the position of this paper is that PPS contribute to the five Every Child Matters outcomes and to the well-being of children and families through their work with parents.

## **2 BACKGROUND TO THE PROJECT**

- 2.1 This project was commissioned by the Children's Workforce Development Council in partnership with the National Association of Parent Partnership Services, the National Parent Partnership Network and the National Academy for Parenting Practitioners. Representatives of each of these organisations form the steering group for the project.
- 2.2 The Children's Workforce Development Council was established in 2005 to support the implementation of Every Child Matters. It is the Sector Skills Council for the non-school-based sectors of the children and young people's workforce. A list of the workforce segments which fall within their remit is included in Appendix One.
- 2.3 It is CWDC's task to ensure that all those workforce sectors which fall within its footprint are developed in line with the Children's Workforce Strategy 2020. The vision guiding this strategy is one of an integrated children and young people's workforce in which individual staff share a baseline common core of skills and knowledge and where, in time, it is intended that a common and integrated qualification framework will exist for all staff who have hitherto been separated by professional and service boundaries.
- 2.4 CWDC are one of six bodies that make up the Skills for Care and Development Sector Skills Council. Skills for Care and Development assess skills needs across the entire care sector throughout the UK. CWDC do this for children's workforce in England. The remit of any sector skills council is assigned by UKCES<sup>1</sup>.
- 2.5 An important first step towards developing training provision is to identify the activities which are carried out within a given workforce or work setting. This is achieved by developing a functional map of that workforce.

### **ABOUT FUNCTIONAL MAPPING**

- 2.6 A functional map is a way of describing what the staff in a particular organisation, service, workforce or industry do. It describes the activities they carry out on a regular basis in order to achieve their stated objectives. The aim of a map is to provide a comprehensive overview so that people both within and outside the organisation will be able to see, almost at a glance, what that organisation sets out to do and what is involved in making that happen.
- 2.7 Maps consist of a Primary Purpose Statement summarising what the service or workforce exists to do, and a number of statements describing the key functions which must be carried out to achieve that primary purpose. Each key function is then broken down into a number of sub-functions which one would expect to see carried out if the key function, and hence the primary purpose, is to be achieved.
- 2.8 Having achieved this level of description the functional mapping process is complete.
- 2.9 Thereafter, and as a separate process, the key functions, and more so the sub-functions, can be looked at in terms of the skills and competencies an individual would need to have in order to satisfactorily carry out that function. Once identified these skills and competencies may be formally written up as an Occupational Standard, though this does not necessarily follow.
- 2.10 A third, and further separate stage, would be a process of looking at what training would be required to develop the skills and competencies as outlined in the Occupational Standards.

### **DETAILS OF THE BRIEF**

- 2.11 James Thompson and Gina Musa were commissioned to develop a functional map of the Parent Partnership Services in England, based on a consultation with the workforce.

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<sup>1</sup> UK Commission for Employment and Skills

- 2.12 Having done so, they were to identify any existing National Occupational Standards which could be used or readily adapted for use by the Parent Partnership workforce, at the same time identifying any gaps where new occupational standards might need to be developed.
- 2.13 Finally, they were to map out in general terms suitable routes to training and accreditation which may be developed in future.
- 2.14 The consultation process with the PPS workforce would focus on the development of the functional map, not occupational standards.
- 2.15 The consultation process began on the 3<sup>rd</sup> September 2009 and the final report was to be delivered on the 20<sup>th</sup> of December 2009.

### **3 CONSULTATION METHODOLOGY**

- 3.1 The focus of the consultation was to be the functional map, specifically the definition of the primary purpose of a PPS service and the key functions. The consultation would be restricted to the 150 Parent Partnership Services operating in England, to match CWDC's geographical remit.
- 3.2 The consultation would be in two stages: the first stage would be in the form of a questionnaire inviting individual services to respond to suggested statements of the primary purpose and a list of 6 key-functions developed by the consultants.
- 3.3 All consultation materials were to be submitted to the steering group in advance of circulation.
- 3.4 Questionnaires and other materials would be circulated to the whole PPS workforce via the NPPN e-forum. The questionnaires and project process in general were also brought to the attention of some PPS via their local representatives at regional PPS meetings, the consultants having met with these representatives at a meeting in London on the 10<sup>th</sup> September 2009.
- 3.5 In addition to the general mailing, a core group of approximately 30 PPS were identified and invited to become the main reference group for more detailed consultation should it be required.
- 3.6 These services were selected in order to give a representative geographical spread, proportionate to the membership in each region, to the number of services located in local authorities and the voluntary sector and with reference to the type of Local Authority -- Metropolitan district, county etc. It was hoped to be reasonably representative of the social and demographic variations that may be found.

### **4 LITERATURE REVIEW**

The purpose of this literature review is to set the development of the functional map and NOS framework for Parent Partnership Services within the wider context of developments in the children, young people and families' workforce.

#### **THE DEVELOPMENT OF PARENT PARTNERSHIP SERVICES**

- 4.1 Information, support and advice services to parents of children with special educational needs in a form recognisably similar to that of current Parent Partnership Services emerged in the early 1980's in response to the Warnock Report (1979) and the 1981 Education Act. Together these two documents established the intellectual, legislative and rights-based (parents rights) frameworks which to a large degree still shape the work of PPS. The majority of work at this time was developed by voluntary agencies, parents groups and others concerned with disability and special educational needs.

- 4.2 Parent Partnership schemes (as opposed to Services) were promoted to Local Authorities on a non-statutory basis following the publication of a Revised Code of Practice in 1994 with the objective of providing information and advisory services, and providing a named contact for parents and carers. In response some LAs established their own in-house services while others sought to either outsource work to existing agencies or to commission new services from appropriate third sector partners.
- 4.3 The provision of Parent Partnership Services became a statutory duty on LAs following the SEN and Disability Act 2001, since when they have had to ensure that parents in their area have access to such a service and to appoint an independent person to assist in the resolution of disputes.
- 4.4 This evolutionary development of services and the models for working with parents, along with varying levels of spend on the services by Local Authorities, has resulted in a wide variety of characteristics, to the extent that one conclusion of an evaluation of PPS commissioned in 2006 was that:

*“It is important to note that no PPS was found to be operating in the same model for every aspect of their work.” [Rogers et al., 2006]*

- 4.5 Other examples of the variance to be found include: size of service (0.4 to 11 full time equivalent staff); budgets (£11,080 to £336,000 per annum); location of service (76% based in Local Authorities, 24% in the voluntary sector). [Dorothy, 2008]
- 4.6 More recent developments related to integrated working and wider developments within the children’s and families workforce are leading to the emergence of an even wider role for some PPS in supporting parents of children who are at risk of exclusion and looked after children, amongst others. [Dorothy, 2008].
- 4.7 In so far as definitive public statements about the work of PPS can be identified, these are set out in the Minimum Standards [DFES, 2001] and the later Exemplifications of these standards [DCSF, 2007] which establish, in broad terms, what all PPS are meant to do.
- 4.8 Notwithstanding these statements, the variety of models in the workforce could be presumed to pose problems for the development of a functional map. The self-perception of their roles by the PPS workforce is likely to reflect a wide range of beliefs (and statements of fact in individual cases) about the nature of the work, its purpose, how individual services are organised and their orientation vis a vis service users.
- 4.9 A key objective for the functional mapping exercise is to establish a core consensus view regarding the purpose and functions of PPS whilst allowing sufficient room to reflect adequately the variation which exists, where it is considered necessary, in order to understand the nature of the services as a whole.

## **DEVELOPMENTS IN THE CHILDREN, YOUNG PEOPLE AND FAMILIES WORKFORCE**

- 4.10 The publication of the Every Child Matters green paper in 2003, subsequently enacted in the Children’s Act 2004, established clear policy objectives for the development of the children’s workforce within an overall strategy. Amongst other things, this strategy emphasises putting children at the heart of services, greater integration, and more multi-disciplinary working between agencies which have traditionally operated within distinct professional and service boundaries.
- 4.11 These ambitions have been refined and further articulated in a series of policy papers and strategy documents: ‘The Children’s Plan - Building Brighter Futures’ [DCSF, 2007], ‘Building Brighter Futures - Next Steps for the Children’s Workforce’ [DCSF, 2008a] and the ‘2020 Children and Young People’s Workforce Strategy’ [DCSF, 2008b].
- 4.12 Practical, achieved and ongoing outcomes have included the establishment of the Children’s Workforce Network and relevant Sector Skills Councils; various exercises to map and define the children’s workforce [CWDC, 2009a] and individual sectors within it; the development of National Occupational Standards for some sectors in the workforce; the development of a set of common core skills and knowledge for the children’s workforce as a whole [DCSF, 2005], and work towards common assessment frameworks and an integrated qualifications strategy.



- 4.13 It would be exhaustive to list all the particular initiatives outlined in these documents but in general terms, the strategy for the workforce is, by 2020 (or sooner with regard to individual sectors), to establish a world-class workforce, built around the five key outcomes for children identified in Every Child Matters, which has a shared identity built on common values and a common core of skills and knowledge.
- 4.14 Routes to achieving this include:
- Setting national occupational standards for each sector of the workforce where this is necessary.
  - Creating a set of common core of skills and knowledge
  - Building a unit based framework to enhance the skills, effectiveness and coherence of the children's workforce.
  - Developing high-quality leadership
  - Making working with children and young people an even more rewarding and attractive career.
  - An integrated qualification framework, along with common induction procedures and the possibility of career progression both within and between individual sectors of the children's workforce.
  - A general up-skilling of the workforce, both in terms of their particular service requirements and in relation to general aims concerned with partnership working (between agencies and with children parents and carers), safeguarding of children and the ability to meet the needs of those most vulnerable to poor outcomes.
  - "The Children's Plan set out an aspiration that the children and young people's workforce should be graduate-led and qualified to Level 3, where appropriate." (2020 Children and Young People Workforce Strategy, page 35).
- 4.15 To achieve the last outcome listed above CWDC have a vision of a single Level 3 qualification for the children and young people's workforce that has 3 pathways:
- Learning Development and Support Services (LDSS).
  - Early years.
  - Children's social care.
- 4.16 The purpose of the qualification is to be the only Level 3 diploma available for the children and young people's workforce in England. This qualification will be a significant contribution to assuring the children and young people's workforce that we can meet the 2020 Strategy aspirations.
- 4.17 It is also intended that the common core will be integrated into everyday practice and training across the various sectors within the children's' workforce, and that they should form part of a general induction requirement for all staff coming into the workforce. In practice this is taken to mean that along with the specific knowledge and skill content of particular occupations, all courses and qualifications will contain a generic component which is common to all those working with children and families.

## THE BROADER CONTEXT

- 4.18 In addition to the strategy driven developments taking place within the children's workforce, there are significant reforms being made to the national framework of vocational qualifications generally.
- 4.19 The Qualifications and Credit Framework (QCF) is a new framework for recognising and accrediting qualifications in England, Wales and Northern Ireland. The migration of vocational qualifications from the National Qualification Framework (NQF) to Qualifications and Credit Framework (QCF) offers the opportunity to design qualifications that better meet both employer and learner needs.

- 4.20 The new system is intended to make qualifications more relevant to the needs of employers and also more flexible and accessible for learners. It will be in place by the end of 2010.
- 4.21 Any developments taking place within the children's workforce, or which may be relevant to PPS, will need to be developed within this framework.
- 4.22 Key principles of the new system are:
- that it is credit based, meaning that progress and achievement towards a qualification can be obtained and monitored in small steps and over time;
  - that the qualifications obtained should be portable by making the level of study and number of units for a given qualification comparable across similar sectors and occupational groups;
  - learners will be able to accumulate and transfer their credit, allowing for more flexible progression.
- 4.23 This latter point is considered important for the accreditation of prior learning which it is envisaged will be a significant factor in the development of accredited courses for PPS where a large number of the current workforce have existing professional qualifications from other fields and/or substantial in-post experience.

## A SUMMARY OF CURRENT DEVELOPMENTS

- 4.24 The emphasis for training, qualifications and professional development, within the Children's Workforce Strategy is towards professional and transferable skills rather than separate qualifications for a specific setting and role.
- 4.25 Alongside this is a desire that training should enable greater mobility between jobs for the individual, and that there should be greater workforce flexibility generally. This is to be achieved by ensuring that certain common skills and competencies are reflected in all training, and by ensuring that the amount of work and the amount of learning required to achieve a certain level of qualification should be roughly the same across all qualifications. By these means it is intended that workers can more easily move between jobs and that employers will have a clearer idea of the meaning ('value', skill content) of qualifications which in general should be roughly consistent, one to another.
- 4.26 These general aims of the Qualifications Credit Framework find clear expression within the children's workforce strategy. To a greater degree than has existed to date, there is an emphasis on a common base of skills and competencies across all those working with children, young people and families. There is also an expectation that traditionally distinct disciplines, services and professions will develop a common value base.
- 4.27 At root, these changes are driven by a desire to improve multi-disciplinary working, improving progression for the workforce to encourage experts to remain in the sector which will ultimately increase benefits and outcomes for children.

## IMPLICATIONS FOR THE DEVELOPMENT OF THE PPS WORKFORCE

- 4.28 The PPS workforce is numerically small, has no nationally recognised defined entry routes, qualification structure or paths for career progression. A large number of staff within it are part-time, many are volunteers, and a significant number have come to work in the services having first experienced it as service users themselves.
- 4.29 Equally, many have prior experience in other sectors of the children's workforce, a significant number have professional qualifications (notably teaching) and approximately 25% are educated to degree level.
- 4.30 It has been argued that the lack of defined career and qualifications structures is, at least in some senses, an advantage in that it leads to diverse and multi-disciplinary teams of staff. [Dorothy, 2008]. To this could be added that the role of PPS requires them to both formally act in a partnership fashion with parents and requires a high level of inter-agency liaison.
- 4.31 To this extent, many of the current ambitions within the children's workforce strategy would be very familiar to those working in the services; there is a synergy between the wider direction of travel and the way in which services have operated and traditionally perceived their role.
- 4.32 There is also an expressed desire from within the workforce for better, (and better recognised), training and career paths. This is both for the intrinsic value such training would bring and also because it would help to define the nature of the work and the role of staff, both of which are commonly held to be widely misunderstood by staff in other agencies.
- 4.33 In general, from a strategic perspective it could be said that the wider developments in the children's workforce and the ambitions of the PPS workforce are closely aligned.
- 4.34 What this might mean in practice is yet to be defined. It is safe to say that any training which might be developed for PPS and which is intended to be nationally accredited will need to reflect the skills and competencies which are considered common across all the children's workforce alongside those which are particular to PPS.

## 5 THE FUNCTIONAL MAP

- 5.1 The full functional map has been published as a separate document to ensure user friendliness. [Musa and Thompson, 2010]. This section describes how the map was developed.
- 5.2 An early decision by the consultants was to draft the primary purpose statement and key functions themselves rather than to seek views from the field regarding what should be included.
- 5.3 Several thoughts lay behind this decision, the first simply being a question of the time available to complete the consultation. Being aware of the wide variety of services and understandings of their role held by individual PPS staff, it was felt necessary to provide some sort of framework from the beginning, whilst leaving ample opportunity for individuals to question or modify this framework.
- 5.4 A second thought was that the work of PPS is already defined by the Code of Practice and the Exemplifications document, both of which, to some degree, were going to shape the primary purpose and the key functions which one would expect to see across the workforce and individual services.
- 5.5 A final consideration was that this project would not be taking place in a policy vacuum, nor was it entirely separate from other developments taking place with regard to other sectors of the children's workforce e.g. the common core, integrated qualifications framework, functional mapping of other services.
- 5.6 We did not consider it a central part of our brief to 'represent' the wider aspects of the children's workforce strategy to the PPS workforce, nor necessarily to be bound by the contents of the Code of Practice or Exemplifications. To do so, it was felt, would be to make the process of consulting with the workforce somewhat empty.
- 5.7 In short, our approach to the development of the map was one which intended to walk a middle line between what might be called the prescriptive elements of the Code of Practice and Exemplifications, the practical requirements of the brief from CWDC's perspective (i.e. to be consistent with developments elsewhere and in the wider children's workforce strategy and to 'future-proof' the work), and to fairly reflect the views and opinions of the workforce.
- 5.8 Having made this decision, the project began with reviews of relevant policy documents regarding PPS and the children's workforce strategy; reviews of a wide range of functional maps relating to both the public and private sectors; meetings with NAPPS and NPPN representatives.
- 5.9 Several meetings and discussions were also held with the steering group as a whole, and with individual members. There were several rounds of e-mail discussion regarding the content of the materials to be circulated which were adapted in light of the steering group comments.
- 5.10 A further part of these preliminary activities was to identify a representative group of PPS to be our core consultation group if required.

### FIRST-STAGE CONSULTATION

- 5.11 Information about the project was posted on the NPPN e-forum with an invitation to return a questionnaire about the draft primary purpose and key function statements. These statements were written to include current PPS minimum standards and exemplifications as outlined in the SEN Code of Practice and Exemplifications document.
- 5.12 This mailing was followed up several days later with a separate mailing to those identified for the representative group which restated the purpose of the project and invited these selected services to become part of the core group.
- 5.13 The consultants met with regional representatives of PPS at a NAPPS meeting held in London on the 10th of September 2009. Those present were asked to complete the questionnaire, and this was followed by a wide ranging discussion regarding the purpose and practice of PPS.

## RESULTS OF THE FIRST STAGE CONSULTATION

- 5.14 We received 73 questionnaires representing 76 services - about a 50% return rate. We received at least 4 questionnaires from all regions. Most of those who responded said they were content to be included in further stages of the consultation process.
- 5.15 In general, there was overwhelming agreement with the key functions suggested.
- 5.16 Data gathered from all of the above and from e-mail, correspondence with individual PPS was used to modify the wording of the Primary Purpose Statement, and led to the introduction of an additional key function (Disagreement Resolution).
- 5.17 These modifications and additions, along with a detailed set of sub-functions for each key function were compiled into a questionnaire circulated both to the workforce as a whole by the e-forum, and separately to the core consultation group to form the second stage consultation.

## THE SECOND STAGE CONSULTATION

- 5.18 The second stage consultation with the PPS workforce took place between the 19th October and 3rd November 2009. Information was again posted on the NPPN e-forum with an invitation to return a questionnaire about the draft full functional map. This was followed by a separate mailing to those identified for the representative group. The draft full functional map was also discussed at the project Steering Group on 13th October. The focus of the consultation was on the sub-functions although any comments could be made about the map as a whole.

## RESULTS OF THE SECOND STAGE CONSULTATION

- 5.19 Completed questionnaires were received from 31 services - about a 21% return rate with a similar number of returns from each region. In general, there was overall agreement with the majority of the sub-functions.
- 5.20 Several respondents commented further on the Primary Purpose statement and these comments were used to change its format from one sentence to two. Most respondents also suggested a small number of amendments or additions to the sub-functions. These were all individually considered and used to amend the map where appropriate, with the amended map forming the final stage of the consultation.

## FINAL STAGE CONSULTATION

- 5.21 The final stage consultation with the PPS workforce took place between the 16<sup>th</sup> November and 25th November 2009.
- 5.22 This consultation was for the draft final functional map and there was an additional consultation on proposed Principles and Values for PPS. Information was again posted on the NPPN e-forum with an invitation to return questionnaires about the draft final functional map and about the Principles and Values. We did not specifically consult with the representative group on this occasion as responses from the general mailing had proved adequate on both previous consultations.
- 5.23 The draft final functional map was also discussed in detail and feedback received at the project Steering Group on 26<sup>th</sup> November.

## RESULTS OF THE FINAL STAGE CONSULTATION

- 5.24 Responses for this final consultation were fewer than previous stages. Completed questionnaires regarding the map were received from 12 services, and there were 10 completed responses to the proposed Principles and Values. We also received informal feedback from regional meetings via the NPPN and Steering Group. However, some useful comments were received given and further amendments to the final functional map and the principles and values were made.
- 5.25 In total, 80 PPS have taken part in the whole consultation representing 53% of all PPS with between 5 and 15 responses from every region.

## 6 PRINCIPLES AND VALUES FOR PPS

- 6.1 The PPS functional map rests upon a set of principles and values which should be seen as infusing every aspect of the work -- the primary purpose, the key and sub-functions, the application of the relevant national occupational standards and the development of training and accreditation.
- 6.2 Fig 1 (below) sets out a set of suggested principles and values for PPS.
- 6.3 The principles and values are based on the requirements for PPS as found in the SEN Code of Practice and Toolkit and the PPS Exemplifications document "Parent Partnership Services - increasing parental confidence". They are also based on the 'Every Child Matters' outcomes for all children. Other national occupational standards relevant to working with parents have been included as appropriate. The principles and values have been extended, reflecting the feedback that was received during PPS functional mapping consultations.

**Figure 1**

**Principles and Values For Parent Partnership Services**

- \* The welfare of the child is paramount
- \* PPS work directly with parents and their ultimate aim is to make a difference to the lives of, and to improve outcomes as outlined in ECM, for children and young people who are disabled or have special educational needs. This is achieved by working in partnership with their parents and in conjunction with others involved with the child
- \* PPS are impartial and are required to work at arm's length from their Local Authority
- \* Confidentiality and impartiality are key to providing services that parents will trust and PPS endeavour to ensure these are understood and upheld by PPS staff, Local Authorities and others
- \* PPS work with parents and children is non-judgemental and anti-discriminatory; differences are respected and there is equality of access regardless of ethnic origin, religious belief, gender, sexual orientation, age, disability or social background
- \* PPS aim to work primarily in a conciliatory way and are committed to working co-operatively and maintaining good relationships with the broad range of schools, statutory and voluntary agencies that work with parents and families
- \* PPS work in a way that acknowledges that parents are responsible for their children and have responsibility for the decisions they make for them
- \* PPS staff work in partnership with parents at all times and their work reflects and supports parents in understanding and exercising their rights and responsibilities
- \* Parents are acknowledged, respected and valued as having unique knowledge of, and information about, their children and for generally having their child's best interests at heart
- \* PPS work seeks to enable *all* parents to actively participate in their child's education by building on their existing strengths, knowledge and experience
- \* PPS staff are committed to keeping themselves informed about relevant new legislation, guidance and information and to having a clear understanding of the limitations and boundaries of their knowledge and role
- \* PPS endeavour to develop and maintain good practice through reflection and by networking with other regional and national PPS services

## 7 NATIONAL OCCUPATIONAL STANDARDS RELATING TO PARENT PARTNERSHIP SERVICES

- 7.1 Having identified the functions of a PPS, the purpose of this part of the project was to begin to identify relevant existing National Occupational Standards which could be collated and adapted into a suite of standards for Parent Partnership Services. Some work in this area had already been undertaken on behalf of NPPN by Daisy Russell and Rosemary Kew, drawing largely on the Work with Parents suite of standards and this was taken as one of the starting points.
- 7.2 Within the process of identifying standards, consideration must also be given to the 5 outcomes for children identified in Every Child Matters and the common core of skills and knowledge for the children's workforce.
- 7.3 A brief note on the terminology and organisation of Occupational Standards seems necessary at this point:
- A *national occupational standard* describes the skills, knowledge and understanding needed to undertake a particular task to a nationally recognized level of competence. There are no fixed rules about the scope or amount of work an individual standard may cover, but a standard may be thought of as describing a discrete and identifiable task, function or responsibility, one that is meaningful to those familiar with the work in question.
  - Each *standard* is usually made up of a number of *units*, though it could be a single unit. A unit will describe a specific skill/competency or area of knowledge which an individual will need to demonstrate they have achieved. Successful achievement of all the units means that the standard has been reached.
  - *Standards* are organised into *suites*. A suite may contain anything from a handful to several hundred separate standards. Suites may describe an activity e.g. Self Administration or Management, the requirements of a particular occupational group e.g. Managers in Residential Child Care, a particular way of doing things - Community Development - or, in effect, the activities of an entire industry or workforce, for example Health and Social Care.
- 7.4 The original intention was to try to identify standards which matched the functions as laid out in the functional map more or less on a 1:1, basis as much as possible. In practice this soon proved to be a difficult prospect in the time allocated for this part of the project.

## RESULTS OF THE ANALYSIS AND EMERGENT ISSUES

- 7.5 Every Child Matters was found to be explicitly reflected in some standards and suites - the Learning Development Support Services suite is an example - but the core competences were not separately identified in any of the standards examined.
- 7.6 Decisions as to whether to include or exclude a particular standard or suite of standards were therefore mostly based on judgements and interpretations of the level of skill, knowledge or seniority which seemed to be implicitly required by the standard.
- 7.7 A number of issues presented themselves in the course of reviewing the various standards available:
- **Weight of Numbers:** a keyword search on just three words in the standards database (relating to the first Key Function) produced a list of 150 possible standards to consider, including many which are virtually identical but slightly altered for a particular occupational group. Repeating this exercise across all the functions and sub-functions and for all relevant keywords would have led to a bewildering array of standards to plough through.



- **Interpretation and Terminology:** for example, the words ‘advocate’ or ‘advocacy’ are not used in the map, but standards within both the Advice and Guidance NOS and Legal Advice NOS which seem to perfectly describe (in a practical sense) the function and the intention as written in the map, and thereby the work of PPS, do talk in such terms. Similar points could be made about such things as ‘representing’ and ‘working on behalf’ of ‘clients’ (vis a vis the ‘enabling’ approach considered as the sine qua non of PPS work). These are not just semantic issues - ‘advocate’, for instance, is not used for a reason.
- **Relevance, ‘Best Practice’, and Specialist versus Non-Specialist Standards:** for example - There is a comprehensive suite of standards entitled ‘Information and Library Services, Archive Services and Records Management’. These detail more than one could ever imagine about the finding, handling, storing, and organising of information and helping the public, including those with additional needs, access that information.

Information and making it accessible to the public is a clear part of the role of PPS, but the question is to what standard does it need to be done. If the answer is ‘In the best way possible’, then clearly there is an argument for taking guidance from the experts and looking at the standards drawn up for information professionals, adapting them as appropriate.

The alternative, and one adopted within many of the suites recommended below, is to opt for one lesser and rather general standard - ‘Manage Information’, say, - which lacks the detail, and hence the guidance, and therefore the opportunity for development, evaluation, standard setting and good management of a more detailed specialist standard.

- 7.8 Clearly it is a question of balance and judgement as to which is required in a given situation, but taking such issues on board seemed more than just splitting hairs or being sensitive to the concerns of workers in the field.
- 7.9 The practical reason for being concerned is that there seemed no sense in offering up a set of standards purporting to be in any way ‘definitive’ when in fact they were likely to simply provoke debate around issues of meaning and whether or not they should be included.
- 7.10 Time and again it felt as if some form of ‘Adjudication Panel’ or working party would be required to settle such questions and the task was thus re-conceived as being about identifying those standards which captured, in a fairly wide ranging fashion, the scope of the work undertaken by PPS as described in the functional map. The aim was to achieve a close fit and to provide pointers for those who it is assumed will follow and undertake the detailed task of writing the standards for Parent Partnership Services.

## SUGGESTED SUITES FOR FURTHER CONSIDERATION

- 7.11 The following lists and discussion are included as a reference for those who may take this work forward at a later date.
- 7.12 From a list of approximately 750 suites, a working list of 36 were identified.
- 7.13 This list was further divided into those which on inspection appeared to be directly related to the work of PPS - described here as Core Suites - and those which are known to be relevant to some aspects of the work or to some individual PPS, described as Optional Suites. Sitting ‘behind’ these two are what are described as ‘Generic Suites’, concerned with such topics as management, planning, health and safety which apply to any work setting.
- 7.14 Details and further discussion of the standards within the core suites are included in Appendix Six. Details of the optional and generic suites are not included in this report but can be found on the standards website, [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

7.15 **Core Suites:** The following suites, organised into a suggested order of priority/usefulness, have been identified as directly relevant. Virtually all of the functions identified in the map can be found within one of the 230 or so standards contained in these suites.

- Advice and Guidance
- Work with Parents
- Social Work
- Legal Advice (2009)
- Learning Development Support Services (Reviewed 2009)
- Children's Care, Learning and Development
- Caseworkers in the Justice Sector
- Common Standards across the Justice Sector

7.16 **Optional Suites:** There is a wide variety in the ways individual PPS pursue the same aims and deliver the same functions. Whilst not seeming appropriate for inclusion in the core list at this stage the following suites are included to reflect comments received during the consultation or because they are known to reflect the approach taken by some PPS.

- Coaching and Mentoring in a Work Environment
- Community Development
- Community Learning and Development
- Counselling
- Management of Volunteers<sup>2</sup>

This is not necessarily an exhaustive list of what may be considered optional, and it is anticipated that any one of these would be considered 'core' by at least some within the PPS workforce, either on first look or once they were familiar with the individual standards within a particular suite.

7.17 **Generic Suites:** A number of suites were identified which are categorised here as 'generic' - they relate to for instance management, good practice in running a service etc. Most of what needs to be included on this score can be found in the following standards.

- Management and Leadership (2008)
- Self Administration

7.18 To summarise this section, the above suites are considered sufficient to answer all the needs of the functional map and provide a solid grounding for the development of a suite of standards for PPS.

7.19 There are some other suites which are considered worthy of an honourable mention and which may prove of use at a later date. These include:

- The Democratic Services and Public Services suites. These have not been included mainly because they seem to be for staff at levels above Level 3 and/or with significant degrees of influence or spans of control within the political processes.
- The Youth Work, and Youth Justice suites, which cover many issues and styles of intervention which would be familiar to PPS staff. They have not been included because many of the issues are adequately covered in those already listed. Nonetheless these suites may provide useful perspectives.

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<sup>2</sup> Many might well consider this core.

- The Health and Social Care NOS. This is a vast set of 215 individual standards. Whilst many of them are quite specific to health, there are a great number which could be readily adapted for a wide variety of settings.

7.20 There are of course many others that people might bid for on an individual basis - for example finance skills, marketing - depending on how they see the work and where they see their individual weaknesses or areas of need. This is not considered part of the brief.

## **NATIONAL OCCUPATIONAL STANDARDS - GAP ANALYSIS**

7.21 There are no areas which are considered completely unavailable from existing standards, but there are one or two areas of particular knowledge content where special attention may be warranted. These could include, for instance, specialist units to cover educational law as it relates to Special Educational Needs and Disability, and Disability Discrimination Law.

7.22 The 'First Line Education Legal Advice' and 'Education Legal Advice and Casework' standards from the Legal Advice 2009 suite, along with the similarly titled standards to do with disability discrimination may well adequately cover this area.

7.23 It should be noted that the Recommendation 18 of The Lamb Inquiry specifically calls for training of Parent Partnership Services in the statutory framework relating to SEN. [DCSF, 2009].

## **DISAGREEMENT RESOLUTION**

7.24 It is clear from the response to the consultation, and from discussions held at the NAPPS meeting which the consultants attended, that this is a very significant function for PPS.

7.25 It is also clear that there are many shades of meaning and interpretation around the phrase 'disagreement resolution'. Sometimes it is considered to be with capital letters "with a big D and a big R", and very formal; at other times it is more informal and may shade into mediation, negotiation or some other description that has meaning for a particular individual and possibly a different meaning for another.

7.26 There are many standards relating to these subjects. As a general observation, more formal approaches seem to lie with the private sector (the construction industry is a good place to look here) whilst more informal and what might be called person-centred as opposed to process-centred approaches tend to be found within what have been traditionally described as the caring professions.

7.27 The point being made here is that for something so fundamental to the work of Parent Partnership Services, meanings will have to be made explicit: the meaning and nature of disagreement resolution (capitalised or not) needs to be established before occupational standards can be identified.

## **8 PATHS TO ACCREDITATION**

Having identified the functional map and relevant NOS, the final requirement of the project brief was to offer some general pointers regarding the process of developing accredited training for Parent Partnership Services. It should be said at the outset that there is no binding commitment from CWDC at this time regarding any further work on accrediting qualifications.

Generally spoken, there may be a possibility to create Parent Partnership Service specific pathways within existing qualifications for the children and young people's workforce.

## THE QUALIFICATIONS AND CREDIT FRAMEWORK AND LEVEL 3 QUALIFICATIONS

- 8.1 As stated earlier, any qualifications would need to be developed within the new Qualifications and Credit Framework. There are three types of qualification potentially available, categorised in regard to the 'size' of qualification:
- Awards (1 - 12 credits);
  - Certificates (13 -36 credits);
  - Diplomas (37 credits or more).
- 8.2 It is intended that the children's workforce should be qualified to at least level 3 and where appropriate level 4. Practitioners with a level 3 qualification must have achieved a full diploma to be considered qualified. Credit is indicative of the average time it takes for an average learner to achieve a learning outcome through a mixture of guided learning, personal study and practice. One credit is equal to 10 hours of this notional learning time.<sup>3</sup>

## THE LEVEL 3 DIPLOMA FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE

- 8.3 The Level 3 diploma for the children and young people's workforce will be launched by CWDC in 2010. It will be built up of a combination of the mandatory and optional units outlined below.
- SfC&D core mandatory units
  - Common children and young people's mandatory units
  - Occupational mandatory pathways (known in the QCF as required pathways)
  - Optional units
- 8.4 The new diploma will be made up of units that are a combination of knowledge and skills and will allow for innovative interpretation to fit in with various working practices and enabling study on a full time or part time basis.
- 8.5 All new learners in the following sectors will need to enrol on this qualification after August 2010; Early Years, Social Care, and Learning Development Support Services.
- 8.6 The target audience will cover a diverse range of job roles and occupational areas across the children and young people's workforce (see below), all working in statutory, private and voluntary agencies.
- 8.7 The Level 3 Diploma for the Children and Young People's Workforce will be approximately 60-65 credits. The achievement of 60-65 credits will therefore require 600 - 650 notional learning hours
- 8.8 The specification of this qualification is set out in full in Appendix FIVE.

## OTHER LEVELS OF QUALIFICATION AND TRAINING

- 8.9 In addition to CWDC's work on the level 3 Diploma for the children and young people's workforce, it should be noted that work is also underway regarding a level 2 certificate for the Children's and Young People's Workforce. As the majority of PPS staff operate and are qualified at a level above level 2 [Dorothy, 2008] this level of qualification would not seem to be particularly relevant to PPS practitioners already in post.

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<sup>3</sup> Another way of describing level 3 qualifications are that they are considered to be equivalent to A level standard and in general terms can be visualized as sitting between introductory and 'junior -level' training on the one hand, and higher level vocational qualifications or degree type courses on the other.

- 8.10 Of more interest might be higher level qualifications i.e. Level 4/5. At this level, training shades more towards Higher Education and Foundation Degrees have been considered as the primary bridge between level 3 qualifications and Higher Education in the early years sector. There have however been some difficulties in individuals achieving the transition between these two levels and to this end there are plans to develop units at Level 4 which can be taken as part of the Level 3 Diploma or as standalone CPD. [CWDC, 2009b].
- 8.11 Across the children and young people's workforce there is a wide range of training and/or qualifications available, much of which is sector specific. Examples are the NVQ 4/5 for Leadership and Management of Care Services or NVQ 4 in Residential Care Management. CWDC are working with the National College, TDA and other partners to establish leadership support for middle managers across the workforce. It is likely that this will be developed over a period of time, but will commence in 2010.

## **9 CONCLUDING REMARKS AND OBSERVATIONS**

- 9.1 There are a range of issues relevant to the development of training for the PPS workforce for which a thorough analysis is beyond the scope of this current report. In one way or another, they are about the 'fit' between the PPS workforce and the current developments taking place.
- 9.2 Seventy percent of the PPS workforce are already educated at level 3 and above and when asked what level of training they might be most interested in pursuing, the largest single response was for post-graduate training (38%), exactly twice the proportion who expressed an interest in Level 3 or 4 qualifications. [Dorothy, 2008].
- 9.3 The same report further indicated that, overall, 70% of the workforce expressed an interest in further training at a level above level 3.
- 9.4 It is probable that the interest in 'post-graduate' training should be interpreted as meaning 'training at a level suitable for people who are already graduates' rather than post-graduate education in the sense of Masters level degrees and higher. Whatever the case, and notwithstanding the flexibility and utility of the level 3 qualification, it could be the case that a significant proportion of the workforce may be left feeling hungry for a suitable qualification, or for a qualification which they consider more specifically built around the work of PPS.
- 9.5 These observations are no more than inferences/hypotheses which may reasonably be drawn from the preceding research. These are matters which would require discussion and consideration with the workforce should it be decided that this work is to be taken further forward.

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## **APPENDIX ONE: THE CHILDREN'S WORKFORCE DEVELOPMENT COUNCIL'S FOOTPRINT**

CWDC is responsible for workforce development in the following workforce segments.

### **Early years provision, including:**

- Playgroups
- Children's centres
- Day nurseries
- Nursery schools
- Nursery classes in primary schools
- Registered childminders and nannies.

### **Social work and social care:**

- Portage workers (education support workers who visit families of pre-school children in their homes)
- Foster carers (including private foster carers)
- Children and families social workers
- Registered managers of children's homes, plus deputy and assistant managers
- All residential childcare workers
- Family centre and day centre workers
- Children and Family Court Advisory and Support Service (CAFCASS) family court advisers
- Support workers.

### **Young people's workforce:**

- Learning mentors
- Education welfare officers
- Behaviour and education support teams
- Education psychologists and therapists
- Connexions personal advisers.

### **Children's Trusts:**

- Lead inspectors of registered children's services.

### **And:**

- Anyone who works with children and young people in the voluntary sector, including volunteers.

## APPENDIX TWO: THE COMMON CORE OF SKILLS AND KNOWLEDGE FOR THE CHILDREN'S WORKFORCE

10.1 The common core sets out six areas of expertise that those working with children young people and families should be able to demonstrate. These are:

- Effective communication and engagement with children, young people and families;
- Child and young person development;
- Safeguarding children and promoting the welfare of the child;
- Supporting transitions;
- Multi-agency working;
- Sharing information.

## APPENDIX THREE: INTEGRATED QUALIFICATION FRAMEWORK

10.2 The Integrated Qualifications Framework (IQF) will be a set of approved qualifications that allows progression, continuing professional development and mobility across the children and young people's workforce. It will be a comprehensive set of qualifications that are agreed to be appropriate for people who work with children and young people, up to and including degrees and postgraduate qualifications. It will support shared values and learning approaches across the whole of the children and young people's workforce.

10.3 The Children's Workforce Network is developing the IQF. This means that it will extend across, and be supported by, all the different sector bodies and occupational groups who work with children. Ultimately, this will mean that the child or young person is at the heart of all services and the skills and training available for staff is the best and most relevant in can possibly be.

## APPENDIX FOUR: LEVEL 3 QUALIFICATIONS (NVQ)

10.4 Although the framework for qualifications is changing, the following table drawn from the current National Vocational Qualifications specification is included as illustrative of the kinds of abilities and responsibilities an individual would be expected to possess having achieved a Level 3 qualification:

Intellectual Skills and Attributes	Processes	Accountability
<ul style="list-style-type: none"> <li>▪ Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories.</li> <li>▪ Access and evaluate information independently.</li> <li>▪ Analyse information and make reasoned judgements.</li> <li>▪ Employ a range of responses to defined but often unfamiliar or unpredictable problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills.</li> <li>▪ Select from a considerable choice of procedures.</li> <li>▪ Give presentations to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in self-directed activity with guidance/evaluation.</li> <li>▪ Accept responsibility for quantity and quality of output.</li> <li>▪ Accept limited responsibility for the quantity and quality of the output of others.</li> </ul>



## APPENDIX FIVE: INTRODUCING THE LEVEL 3 DIPLOMA FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE (EXTRACT FROM THE CWDC NEWSLETTER NOVEMBER 2009)

### 2.1 Our vision for Level 3

We have a vision of a single Level 3 qualification for the children and young people's workforce that has 3 pathways:

- Learning Development and Support Services (LDSS).
- Early years.
- Children's social care.

This qualification will take the best parts of the current National Vocational Qualifications (NVQs) and Vocational Related Qualifications (VRQs) and will create a 'hybrid' qualification that is flexible and meets the needs of employers. The target learners will be 16-19 and post 19 for both college and work based routes. For learners in college we recognise that additional qualifications will be required to support learner completion and in some cases progression to higher education. For example:

- Key skills support.
- Additional work placements.
- A levels.
- QCF units at Levels 4 and 5.

The purpose of the qualification is to be the only Level 3 diploma available for the children and young people's workforce in England. This qualification will be a significant contribution to assuring the children and young people's workforce that we can meet the 2020 Strategy aspirations:

*"The Children's Plan set out an aspiration that the children and young people's workforce should be graduate-led and qualified to Level 3, where appropriate."* (2020 Children and Young People Workforce Strategy, page 35).

This qualification will also be included on the Integrated Qualification Framework (IQF). We have submitted the proposal through IQF processes, to ensure an integrated approach to its development. We will be collaborating with The Training and Development Agency for Schools (TDA). The main advantage of this collaboration is that credit can be transferred within the qualifications offered within our separate footprints, if an employee/learner chooses to move. For example from an early years practitioner to a support assistant in schools position.

### 2.2 What will the level 3 diploma look like?

The Level 3 Diploma for the Children and Young People's Workforce will be approximately 60-65 credits. The achievement of 60-65 credits will therefore require 600 -650 notional learning hours and will equate to a full and relevant Level 3 qualification. An exact credit size will be determined when we have completed credit and levelling process with awarding organisations.

The new diploma will be made up of units that are a combination of knowledge and skills and will allow for innovative interpretation to fit in with various working practices and enabling study on a full time or part time basis.

All **new** learners in the following sectors will need to enrol on this qualification after August 2010.<sup>4</sup>

The target audience will cover a diverse range of job roles and occupational areas across the children and young people's workforce (see below), all working in statutory, private and voluntary agencies.

#### Early years

- All practitioners working in settings required to deliver the Early Years Foundation Stage (EYFS).
- All home-based workers working with children ages 0-5.

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<sup>4</sup>An exemption has recently been introduced regarding CACHE level 3 Diploma in Childcare and Education, and EdExcel BTEC National Diploma in Children's Care, Learning and Development. Both these qualifications will continue to be supported for the time being.

## Social care

- Foster carers, where appropriate.
- Children's social care workers.

## LDSS

- Learning mentors.

## Other

- Support workers in the above settings.
- Anyone who works with children and young people in the voluntary sector, including volunteers, who are not covered by another sector skills body.

The structure of the Level 3 Diploma for the Children and Young People's Workforce is built up of a combination of the mandatory and optional units as outlined below. There are mandatory units that will be determined by specific rules of combination

The unit development is in its final stage. We are working closely with awarding organisations to review, credit and level units and therefore the below table is subject to minor changes or additions.

1 SfC&D * core mandatory units	<p>These are shared with all SfC&amp;D partners and Skills for Health.</p> <p>They cover:</p> <ul style="list-style-type: none"> <li>• Communication.</li> <li>• Equality.</li> <li>• Personal development.</li> </ul>
2 Common children and young people's mandatory units	<p>To be the core for all pathways in England. These include:</p> <ul style="list-style-type: none"> <li>• Child and young person development.</li> <li>• Promote child and young person development.</li> <li>• Safeguard children and young people.</li> <li>• Support children and young people's health and safety.</li> <li>• Develop positive relationships with children, young people and others involved in their care.</li> <li>• Working together for the benefit of children and young people.</li> <li>• Positive outcomes for children and young people.</li> </ul>
3 Occupational mandatory pathways (known in the QCF as required pathways)	<ul style="list-style-type: none"> <li>• Support children and young people to achieve their educational potential.</li> <li>• Support children and young people to make positive changes in their lives.</li> <li>• Professional practice in learning, development and support services.</li> <li>• Connexions - Support the referral process for children and young people.</li> <li>• Educational Welfare - Improving the attendance of children and young people in statutory education.</li> <li>• Learning Mentors - Facilitate the learning and development of children and young people through mentoring.</li> </ul>
4 Optional Units	<p>To support specific occupations and required specialist knowledge and skills. To note the optional unit allocation could be cross sector. These will be defined in the rules of combination. The below list is also not exhaustive and we will continue to review the units that are developed by other Sector Skills Councils. The current bank of option units includes:</p> <ul style="list-style-type: none"> <li>• Work with babies and young children to promote their development and learning.</li> <li>• Care for the physical and nutritional needs of babies and young children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leading and managing a community pre-school.</li> <li>• Promote young children's physical development and movement skills.</li> <li>• Set up a home based child care service.</li> <li>• Support disabled children and young people and those with specific requirements (additional needs).</li> <li>• Promote creativity and creative learning in young children.</li> <li>• Support young people to implement and review a plan of action.</li> <li>• Provide information and advice to young people.</li> <li>• Develop interviewing skills (with children and young people)</li> <li>• Caseload Management.</li> <li>• Support children and young people to move towards independence and manage their lives.</li> <li>• Support children and young people to achieve their learning potential.</li> <li>• Support children and young people to have positive relationships.</li> <li>• Positive practice with children and young people with speech, language and communication needs.</li> <li>• Coordinate special educational needs provision in early years settings.</li> <li>• Understand the needs of children who are vulnerable and experiencing poverty and disadvantage.</li> <li>• Support young people who are involved in anti social and/ or criminal activities.</li> <li>• Support young people who are looked after or leaving care.</li> <li>• Speech, language and communication development.</li> <li>• Support parents and families to manage children's speech language and communication needs.</li> <li>• Understand the speech language and communication needs of children and young people with behavioural, social and emotional difficulties.</li> <li>• Supporting the speech, language and communication development of children who are learning more than one language.</li> <li>• Supporting children and young people's speech, language and communication skills.</li> <li>• Support young people who are socially excluded or excluded from school.</li> <li>• Support young people in relation to sexual health and risk of pregnancy.</li> <li>• Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children.</li> <li>• Work with parents to meet their children's needs.</li> <li>• Support young people with mental health problems.</li> <li>• Support the creativity of children and young people.</li> <li>• Enabling traumatised children and young people to manage their behaviour.</li> <li>• Foster Care: Legal Framework in England.</li> <li>• Protect children from danger, harm and abuse.</li> <li>• Foster care: Working within the legal framework.</li> <li>• Work with children and young people in a residential care setting.</li> <li>• Work with traumatised children and young people: helping children and young people to manage sexualised behaviour.</li> <li>• Support children and young people in their own home.</li> <li>• Engage young parents in supporting their children's development.</li> <li>• Engage fathers in their children's learning.</li> <li>• Engage parents in their children's learning.</li> <li>• Support children and young people's positive behaviour.</li> <li>• Support care for vulnerable children and young people.</li> </ul>
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\* SfC&D: Skills for Care and Development is the Sector Skills Council (SSC) for social care, children, early years and young people's workforces in the UK. It is an alliance of 6 organisations: Care Council for Wales Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council, and Skills for Care

## APPENDIX SIX: NOS SUITES AND INDIVIDUAL STANDARDS.

10.5 The following is a list of individual standards from other workforce segments which can be adapted for use with PPS. They represent those areas considered to be potential 'core' standards.

**SUITE: Social Work**

**ORIGINATOR: Skills for Care & Development**

1. Assess needs and options to recommend a course of action
2. Assess, minimise and manage risk to self and colleagues
3. Contribute to the management of resources and services
4. Manage and be accountable for your own work
5. Manage complex ethical issues, dilemmas and conflicts
6. Manage, present and share records and reports
7. Research, analyse, evaluate, and use current knowledge of best social work practice
8. Respond to crisis situations
9. Work with groups to promote individual growth, development and independence
10. Work with individuals, families, carers, groups and communities to help them make informed decisions
11. Work within multi-disciplinary and multi-organisational teams, networks and systems

**SUITE: Learning Development Support Services (reviewed 2009)**

**ORIGINATOR: Skills for Care & Development**

12. Assess risk of harm and the need for intervention. 417.
13. Assist individuals to use agencies and services. 313.
14. Assist young people to express and to realise their goals. 317.
15. Communicate, engage and build positive relationships with children and young people and their families. GCU1.
16. Develop a culture and systems that promote equality and value diversity. 408.
17. Develop and sustain effective working with staff from other agencies. 415.
18. Develop procedures to ensure the personal safety and security of staff. 413.
19. Liaise with parents, carers and families. 309.
20. Make use of Supervision. 315.
21. Promote inclusion, equality, participation and the rights of children and young people. GCU5.
22. Safeguard and Protect the well-being of children and young people. GCU2.
23. Support children and young people during transitions in their lives. 312.

- 24. Support children and young people to achieve their educational potential. 322.
  - 25. Support policies, systems and processes that are working for children and young people. 412.
  - 26. Support the needs of children and young people with additional requirements. 320.
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**SUITE: Advice & Guidance NOS (ENTO)**

**ORIGINATOR: ENTO**

- 27. Assist advice and guidance clients to decide on a course of action
  - 28. Evaluate and develop own contribution to the service
  - 29. Facilitate learning in groups
  - 30. Interact with clients using a range of media
  - 31. Manage the process of Mediation
  - 32. Negotiate and maintain service agreements
  - 33. Prepare and set up Mediation
  - 34. Prepare clients through advice and guidance for the implementation of a course of action
  - 35. Provide and maintain information materials for use in the service
  - 36. Stage the Mediation process
  - 37. Support clients to make use of the advice and guidance service
  - 38. Undertake research for the service and its clients
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**SUITE: Caseworkers in the Justice Sector**

**ORIGINATOR: Skills for Justice**

- 39. Contribute to developing and maintaining positive caller relationships
  - 40. Maintain professional standards and service
  - 41. Manage your own resources and professional development
  - 42. Process complaints involving informal resolution
  - 43. Progress and monitor causes of complaint
  - 44. Promote equality and value diversity
- 

**SUITE: Common Standards Across The Justice Sector**

**ORIGINATOR: Skills for Justice**

- 45. Ensure your own actions reduce risks to health and safety
  - 46. Maintain and develop your own knowledge, skills and competence
  - 47. Promote a health and safety culture within the workplace
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**SUITE: Legal Advice (2009)**

**ORIGINATOR: Skills for Justice**

48. Design information materials for use in the service
49. Develop and manage interviews with clients
50. Disability Legal Advice and Casework
51. Discrimination Legal Advice and Casework
52. Education Legal Advice and Casework
53. Enable advice and guidance clients to access referral opportunities
54. Enable clients to act on their own behalf
55. Evaluate and develop own practice
56. Evaluate the quality of customer service
57. Facilitate communication using an interpreter
58. First Line Disability Legal Advice
59. First Line Discrimination Legal Advice
60. First Line Education Legal Advice
61. Influence changes to legislation, policy or practice
62. Manage personal caseload
63. Negotiate on behalf of clients
64. Obtain and provide legal information materials
65. Operate within networks
66. Provide and receive referrals on behalf of clients
67. Provide continuing support to clients
68. Provide information and advice using the telephone
69. Provide legal advice to clients
70. Provide legal advice using electronic media
71. Provide support for other practitioners
72. Research legal information and advice using electronic sources
73. Set up and maintain client-referral systems
74. Support clients to plan, implement, and review action

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**SUITE: Work with Parents**

**ORIGINATOR: Lifelong Learning UK**

75. Build and maintain relationships in work with parents. WP 301
76. Build and maintain relationships with colleagues engaged with work with parents. WP 304
77. Build and maintain relationships with the wider community. WP 305
78. Communicate effectively with parents. WP 302
79. Contribute to building relationships in work with parents. WP 201
80. Contribute to the work of a team. WP 311
81. Deliver services that value and respect parents. WP 312
82. Develop training sessions. WP 318

83. Ensure confidentiality whilst maintaining good practice in child protection. WP 303
84. Meet requirements for the protection and safety of parents. WP 315
85. Provide access to knowledge and information. WP 202
86. Provide environments that are sensitive to the culture, religion, gender or disability of the parents. WP 316
87. Provide services that meet parents' needs. WP 313
88. Publicise services and recruit parents. WP 317
89. Support others in developing their practice. WP 402
90. Take responsibility for the safety and security of parents, staff and environments. WP405
91. Work with groups of parents. WP 319
92. Work with parents to meet their children's needs. WP 307
93. Work with parents to understand and meet their own needs. WP 309
94. Work with parents with complex needs who find services hard to reach. WP 314

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### **SUITE: Children's Care, Learning and Development**

#### **ORIGINATOR: Skills for Care & Development**

95. Allocate and check work in your team
96. Allocate and monitor the progress and quality of work in your area of responsibility
97. Assess quality assurance schemes against agreed criteria
98. Contribute to positive relationships
99. Contribute to the effectiveness of teams
100. Co-ordinate work with families
101. Deliver services to children and families whose preferred language is not English or Welsh
102. Develop and implement operational plans for your area of responsibility
103. Develop productive working relationships with colleagues
104. Enable individual learning through coaching
105. Establish and sustain relationships with providers of services to children and families
106. Help to keep children safe
107. Manage finance for your area of responsibility
108. Obtain additional finance for the organisation
109. Promote children's development
110. Promote healthy living for children and families
111. Promote the health and physical development of children
112. Protect and promote children's rights
113. Provide information about children and families' services
114. Provide leadership for your team
115. Recruit, select and keep colleagues
116. Reflect on, review and develop own practice
117. Safeguard children from harm
118. Support children and families through home visiting

- 119. Support children with disabilities or special educational needs and their families
  - 120. Support children's development
  - 121. Support early intervention for the benefit of children and families
  - 122. Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being
  - 123. Support the child or young person's successful transfer and transition in learning and development contexts
  - 124. Work with a Management Committee
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## Notes

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# Notes



The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.



[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

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Contact us to receive this information in a different language  
or format, such as large print or audio tape.

This functional map has been created in partnership with NAPPS (National Association of Parent Partnership Staff), NAPP (National Academy for Parenting Practitioners) and NPPN (National Parent Partnership Network).

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